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ABSTRACT

This study examined the views of three groups of students in Kano, Nigeria concerning other nations and their peoples. The research was designed to test the hypotheses of previous researchers who have speculated that children's attitudes toward other nations can be explained by developmental theories. Specifically, the study sought to answer three questions: How do Nigerian students from Kano State view other nations and their people? What are the source(s) of the Nigerian students' knowledge about other nations and people? and Does the perception of Nigerian students toward other nations and people support the developmental hypotheses proposed by previous researchers? For this study, groups of students in grades 4, 8, and 12 formed the sample. A survey was used in which students were asked to assign various adjectives to nine nations: China, England, France, Japan, the United States, USSR, Nigeria, Saudi Arabia, and Ghana. Eighth and twelfth graders were asked about the sources of their information. From the findings, it was concluded that Kano students at all grade levels had strong, measurable perceptions about their own nation and other nations. Students tended to view nations in a positive and friendly way. It is suggested that since it would appear that young children have distinct views of other nations, an early introduction to learning about other nations and people is both important and appropriate. A 6-item reference list is included. (DB)

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THE PERCEPTION OF NIGERIAN STUDENTS IN KANO STATE OF OTHER NATIONS AND OTHER PEOPLE

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THE PERCEPTION OF NIGERIAN STUDENTS IN KANO STATE OF OTHER NATIONS AND OTHER PEOPLE

Introduction

Advocates of the global education movement seek to promote an attitude of acceptance of all people as equals in the human race and to promote better relations among nations. Research on the views of pubic school students toward other nations and other people is scanty, but the regularity of the findings has led to the formation of hypotheses that are developmental in nature (Pike and Barrows, 1979). Students are not only interested in learning about people in other nations at a young age, but they have clearly identifiable points of view on different nations. Often these views are based upon either misinformation or a complete lack of information (Lambert and Klineberg, 1967; Pike and Barrows, 1979; Haas and Clary, 1985). Additionally, the view points tend to remain consistent as students progress through school with only small changes that reflect an increased ability to view the people of a nation separately from the nation. American students in grade four have a clearly identifiable point of view that describes other nations as being desirable, rich, strong and like us; and rich, strong, and large. The eighth grade perspective adds the three characteristics desirable people, small nation and people not free to their perspective. This perception is still dominate among the twelfth graders (Pike and Barrows, 1979).

Arakansas fourth and eignt grade students displayed similar positive views toward western nations but very negative views

toward communist nations. The perceptions were based upon some accurate knowledge and some misinformation. Those concepts associated with geography and economics such as the wealth, strength, size, and population of nations tended to be accurate. However, the concepts from history and political science (peaceful- warlike, democratic- nondemocratic, and changing-unchanging) contained errors which appeared to be a result of either a lack of facts or the inability to interpret facts (Haas and Clary, 1985).

For children's attitudes toward other nations and their people to be explained by developmental theories, it is necessary for the view points of children in a variety of nations to be similar. This study examines the views of three groups of students in Kano, Nigeria concerning other nations and their people. It expands upon previous studies by asking students in grades eight and twelve to identify the sources of their information about other nations and people. Specifically, the study seeks to answer the following three questions:

How do Nigerian students from Kano State view other nations and their people?

What are the source(s) of the Nigerian students' knowledge about other nations and people?

Does the perception of Nigerian students toward other nations and people support the developmental hypothesis proposed by previous researchers?

SURVEY INSTRUMENTS

The study attempted to duplicate previous research with a group of students whose views had previously not been investigated. Therefore, permission was obtained from Educational Testing Services to use the instruments from the extensive Other Nations Other Peoples study and translated into Hausa. The fourth grade instrument Describing Nations was a modification of the semantic differential format. The instrument asked about nine nations. Six nations China, England, France, Japan, USA, and USSR used in previous studies were also used in this study. The instrument was modified to include Nigeria, Saudi Arabia and Ghana, three nations about which Nigerian children were thought likely to have knowledge, completed the list of nations. Twenty-two adjectives (11 pairs) that may describe a nation were randomly arranged on the page. Students circled the words which they believed described the nation listed at the top of the page. Table 1 lists the twenty-two adjectives used on the fourth grade instrument.

The eighth and twelfth graders used semantic differential scales with seven possible choices to indicate a rating of agreement. These semantic differential scales were also translated into Hausa. The semantic differential scales for both the nations and the people of the nations were similar, but not identical as illustrated by Table 2.

Table 1

ADJECTIVES USED FOR THE FOURTH GRADE INSTRUMENT

are like us	near
are not like us	peaceful
cold weather	poor
far	rich
few people	small
friendly	strong
happy	unfriendly
large	unhappy
many factories	warlike
many farms	warm weather
many people	weak

Table 2

Attributes Of Scales Describing Nations and People

Nation	People
good- bad	untrustworthy- trustworthy
poor- rich	not free- free
peaceful- warlike	good- bad
selfish- generous	poor- rich
strong- weak	selfish- generous
untrustworth- trustworthy	strong- weak
democratic- undemocratic	many rights- few rights
reckless- cautious	uneducated- educated
small- large	willing- stubborn
unchanging- changing	unfriendly- friendly
many people- few people	are like us- are not like us
unfriendly- friendly	unhappy- happy
	mostly industrial- mostly workers farmers
	peaceful- warlike

Some of the nations on the original survey instrument were also changed to include a group of nations more familiar to the Nigerian students. Nigeria, Ghana, Niger and Saudi Arabia, were the new nations for this survey while USA, China, Japan, England, France and tne USSR were retained from the original instrument. The tests were arranged so that the students first responded to twelve semantic differential scales describing the characteristics of the nations and then were asked to respond to 14 semantic differential scales describing the people of those nations. The

nations were specifically ordered on the test to begin with the most familiar nation, Nigeria and then to mix the nations so that nations believed to be more familiar appeared randomly throughout the remainder of the instrument. Additionally, questions asking for the source of a student's knowledge of the nations were added to the end of the instrument. Students were asked to identify the country for which it was easiest for them to answer and the nation for which it was most difficult for them to answer. They were then asked to check their one most important source of information for each of the nations from a list of "television," "films," "school," "radio," "newspaper," "elder in the family" and "other". To be certain that information was obtained about the sources of each student's information on Nigeria and the USA, two questions specifically asked for the source of information on Nigeria and the USA were also added to the instrument.

SAMPLE

The survey was administered in August of 1990 and therefore the USSR still was a single nation controlling a vast land with a strong military equipped with nuclear weapons as it was when the previous studies were conducted. With permission from the Ministry of Education, Kano State the written survey was administered to a convenience sample of students in Kano, Nigeria by their teachers. In Kano, a very large commercial center, the students had an urban lifestyle economically and culturally quite different from that of the rural and village dwellers and the nomadic people. The sample consisted of 34 primary students in Class 4, 18 students in the Junior Secondary Form 2 and 41 students in the Senior Secondary Form 4. The students in the

sample attended either a government owned public school or a private school. While not all students answering the survey were the children of the elite, the quality of all the schools indicated that barring unusual circumstances these students will someday hold economic or political positions of leadership in Nigeria. Whereas their views of other nations and people may not be reflective ofthose of the majority of Nigerian students, their views are more likely to be reflected in the future actions and policies of Nigeria's business and goverment. However, extreme caution should be exercised in generalizing the findings of this study to other Nigerian students or those of students in the dveloping nations.

Methods of Analysis

Because of the differences in the survey instruments for Class 4 and Form 2 and Form 4, two different statistical methods were used to determine the presence of distinct view points. While the first study using these instruments, used factor analysis to identify distinct view points, such procedures were rejected for this study. Grouping the attributes allowed only for a description of general viewpoints and the questions for this study required a determination of the accuracy of the students' knowledge and the identification of nations for which students felt more comfortable and willing to make responses. Therefore, simple descriptive measures were obtained or each response to the characteristics used for the individual nations and their people. Since all of the studies are technically limited to descriptions of their samples and can not generalized , the use of the simple

statistics not only allowed for answering a greater number of questions but provided adequate data to identify common possible trends with previous studies.

Data from Class 4 were coded zero if not circled and a one if circled. The total number of responses for each of the characteristics were calculated. To determine if the totals were significantly different from chance, the chi square test for significance from chance was administered. An attribute had to be selected as a describer of the nation by at least 72% of the sample to be declared a response that was greater that chance at the .05 level.

In scoring the eighth and twelfth grade responses the following assumption was made. Students who answered the "4" or middle response on the rating were saying that they did not have enough information to make an accurate statement concerning the attribute for the particular nation or its people. Therefore, the responses of "4" was an informed response and reflected the desire to have knowledge before making a rating. The procedure used to determine the significance of the scores at each grade was to add all the scores for each attribute and to subtract the middle score of "4" and to compute a T test for difference from zero. The .05 level was set as the requirement for significance. Most of the reported responses were, however, at much higher levels.

Responses of Students in Class Four

The students in Class 4 made from two to ten significant responses for each nation as indicated in Table 3. Surprisingly, the nations of Nigeria and England received the fewest number of

significant responses. Likewise, Saudi Arabia the nation to which many of their family members travel on religious pilgrimage and Ghana the only other African nation on the survey received the second lowest number of significant responses. France, Japan, the USSR and China all identified by larger numbers of significant describers, were nations with which Nigeria had no historical or current close relationships.

Only 14 of the possible 22 characteristics were selected frequently enough to be considered statistically significant as shown in Table 4. For 12 of the selections some form of statistic(s) can be used to determine the accuracy of the student responses. These measures included but are not limited to such things as per capital income, GNP, exports, population, area, monthly temperature averages and threats or use of military power in internal or international policies.

The characteristic "rich" was selected to describe ten different nations. Five nations were described as "not like us," "large," and as having "cold weather." The frequency with which other characteristics were selected appear in Table 4. Eight characteristics were not used by the Class 4 students to describe any of the nations including "weak," "are like us," "strong," "poor," "unfriendly," "few people," "unhappy," and "near."

Table 3

Class Four Significant Responses For Nations

Nation	Responses			
	Total	Correct	Error	Attitude*
France	10	7	1	2
Japan	10	8	1	1
USSR	9	7	1	1
China	8	5	1	2
USA	6	6	0	0
Ghana	3	1	0	1
Saudi Arabia	3	1	1	1
Nigeria	2	1	0	1
England	2	2	0	0

* Attitude is used here to mean a conclusion expressing a feeling such as friendly or happy.

Although students in Class 4 may not have had access to the statistics or knowledge of history to rate the nations that were used by the researchers to determine correct responses and different criteria can be used to define the possible answers, the significant responses of Class 4 students were largely correct responses with only a few number of errors. The greatest error was to in identifying attributes such as "warm weather, "many farms," "far," and "many people" with only a few nations. The major error in what the students selected was with the attribute "rich". Three poor nations Nigeria, China and Ghana were incorrectly identified as rich.

Table 4

Describers and Frequencies of Selection by Students in Class Four

Describer	Type	Possible+	Selected	Correct	Error
rich*	M	6	9	6	3
are not like us,	M	7	5	5	0
large	M	6	5	4	1
cold weather	M	6	5	5	0
many factories	M	5	4	3	1
friendly	A	NA	4	NA	NA
many people	M	7	4	3	1
far	M	7	4	4	0
peaceful**	M	2	3	2	1
happy	A	NA	3	NA	NA
small	M	3	3	1	2
warlike***	M	7	2	2	0
warm weather	M	7	1	1	0
many farms	M	5	1	1	0

A measures an attitude

M measurable with some form of count or statistic

NA Not Applicable attitudes are personal expressions of belief

* per capita GNP greater than $1000

** no civil war or use or threat of use of military forces since 1960.

*** civil war, a use or threat of military use since 1960.

+ Possible number of responses on survey if all correct answers were circled.

Responses of the Students in Junior Secondary Form 2

The Junior Secondary students in Form 2 were in the grade equivalent to the eighth graders used in previous research. The instrument requested responses on ten nations one more than requested from the Class 4 students. The nation of Niger which borders Nigeria to the north was added to the list. Additionally, the instrument also asked students to respond to a list of 14 semantic differential scales describing the people of each nation. Form 2 students made significant responses for all of the nations and their people in the survey. These students did not use the middle response of 4 very often. In only one instance was a measuraole attribute "few people- many people" used to describe a nation and only one instance of a describer of people as "like us- not like us" marked with the middle response. Also, three attitudinal describers of nations "good- bad," "selfish- generous" and "untrustworthy- trustworthy" and the description of the people as "untrustworthy- trustworthy" received a four as the average score. As shown in Table 5 the students in Form 2 made more significant responses about the people than they did for the nations. The Form 2 students made the fewest significant responses about the nations and people of Ghana and Niger the only other African nations and the nations the nearest Nigeria. England, China and the USA also received low numbers of significant responses. This was surprising since England was the colonial power and still has important cultural and economic relations with Nigeria and the USA is Nigeria's major oil trading partner. China did not have either a historical, cultural or

economic connection with Nigeria nor does China have many contemporary relationships with Nigeria. Unlike the Class 4 students, students in Form 2 made a high number of significant responses concerning both Nigeria and the Nigerian people and Saudi Arabia and its people.

Table 5

Number of Significant Responses Made by Form 2 Students

Nation	Responses	People of	Responses
Nigeria	11	USSR	13
Japan	11	Saudi Arabia	12
Saudi Arabia	10	Nigeria	12
USSR	10	France	11
France	8	England	10
England	6	Japan	10
USA	6	China	9
China	6	USA	9
Ghana	4	Ghana	7
Niger	3	Niger	3

Each student responded to 12 semantic differential scales asking about the nation and 14 semantic differential scales inquiring about the people of the nations. Five of the scales rating the nations and six rating the people were attitudinal in that the student made judgmental conclusions about actions while seven scales rating the nation and eight rating the people were measurable. Although the students may or may not have been aware

of these measurable figures or used them, their existence enabled the classification of the students' responses and an examination of student ratings as correct or in error. Form 2 students made more correct responses on the measurable scales for 8 of the nations while their ratings on China and Ghana were more in error than they were correct as illustrated on Table 6.

Table 6

Number of Correct and Error Responses on Nations Form 2 Students

Nation	Responses			
	Total	Correct	Error	Attitude
Nigeria	11	6	2	3
Japan	11	7	0	4
Saudi Arabia	10	4	1	5
USSR	10	5	2	3
France	8	5	1	2
England	6	5	1	0
USA	6	5	0	1
China	6	2	3	1
Ghana	4	1	3	0
Niger	3	2	0	1
totals	75	42	13	20

Responses to the people of the nations on the measurable scales were more accurate than in error for 8 of the nations as revealed in Table 7. Again China appeared as a nation for which the Form 2 students had more errors in their view than accuracy. The students information concerning Views of the characteristics

of the people of Saudi Arabia, USSR, Nigeria and Ghana contained errors while the views on France, England, Japan, USA and Niger were factually correct. The greatest expressions of attitudes were given for the people of Nigeria, Ghana and the USSR.

Table 7

Number of Correct and Error Responses on People by Form 2 Students

Nation	Responses			
	Total	Correct	Error	Attitude
USSR	13	5	3	5
Saudi Arabia	12	4	4	4
Nigeria	12	3	3	6
France	11	8	0	3
England	10	7	0	3
Japan	10	8	0	2
China	9	2	5	2
USA	9	7	0	2
Ghana	7	2	1	4
Niger	3	3	0	0
totals	96	49	16	31

In examining the responses given to the content of the scales the students displayed much more accuracy that error for five of the scales recorded on Table 8. A sizable proportion of errors were made on the rating of size of nations. An error that clearly stood out was the rating of many nations as democratic when in

fact they were not democratic. This clearly illustrated a lack of understanding of the characteristics of democracy.

Table 8

Attributes and Frequencies of Scales Describing Nations Form 2

Scale	Type	Number of Responses		
		Total	Correct	Error
good- bad	A	7	NA	NA
poor- rich*	M	10	8	2
peaceful- warlike**	M	8	5	3
selfish- generous	A	2	NA	NA
strong- weak	M	9	8	1
untrustworthy- trustworthy	A	3	NA	NA
democratic- undemocratic	M	7	1	6
reckless- cautious	A	5	NA	NA
small- large	M	5	3	2
unchanging- changing	M	6	NA	NA
many people- few people	M	8	7	1
unfriendly- friendly	A	4	NA	NA

A scale is an expression of an attitude.

M scale is measurable with some form of count or statistic.

NA attitudes are personal expressions of belief

* per capita GNP greater than $1000 World Bank figures

** no civil war or use or threat of use of military forces since 1960.

A poor understanding of the concept of democracy was supported by the rating on the scales describing the people in Table 9. The greatest number of errors and the highest proportion of error were found for the attributes of "free- not free" and "many rights- few rights." The other errors had to do with the wealth and education of the people. The greatest accuracy concerning the people of other nations appeared to be in their work as industrial or farming and their similarity to Nigeria.

Form 2 students did not agree on which nations were the hardest and easiest for them to rate. Six different nations were identified by various students as the easiest while seven nations were declared the most difficult. Nigeria and England accounted for 10 of the 17 easiest votes and neither were declared as the most difficult. The USA did not appear among the easiest nations on which to respond and was listed only once as the most difficult. France, China, Japan and the USSR were all identified several times as the most difficult nation on which to answer.

Table 9

Attributes of Scales Describing People

Scale	Type	Number Responses		
		Total	Correct	Error
untrustworthy- trustworthy	A	3	NA	NA
not free- free	M	9	5	4
good- bad	A	7	NA	NA
poor- rich*	M	9	6	3
selfish- generous	A	1	NA	NA
strong- weak	M	10	0	0
many rights- few rights	M	8	3	5
uneducated- educated	M	10	6	4
willing- stubborn	A	7	NA	NA
unfriendly- friendly	A	4	NA	NA
are like us- are not like us	M	8	8	0
unnappy- happy	A	10	NA	NA
mostly industrial- mostly workers farmers	M	6	6	0
peaceful- warlike**	M	9	7	2

A scale is an expression of an attitude.

M measurable with some form of count or statistic

NA attitudes are personal expressions of belief

* per capita GNP greater than $1000 World Bank figures

** no civil war since 1960.

Table 10

Form 2 Easiest and Most Difficult Nations on which to Respond

Easiest	Responses	Most Difficult	Responses
Nigeria	6	France	4
England	4	China	3
USSR	3	USSR	3
Saudi Arabia	2	Japan	3
Niger	1	USA	1
China	1	Ghana	1
Blank	1	Niger	1
	18	Blank	2
			18

Table 11

Sources of Knowledge About Nations Form 2

Easiest	%	Most Difficult	%	Nigeria	%	USA	%
radio	44.4	radio	27.8	radio	72.2	radio	50.0
TV	33.3	paper	27.8	paper	22.2	paper	27.8
paper	11.1	films	22.2	TV	5.6	TV	16.7
family	11.1	family	11.1			school	5.6
		TV	5.6				
		School	5.6				

The radio was identified as the source of information for Nigeria, the USA, the easiest nations and hardest nations to rate.

The TV was also a major source of knowledge about the easiest nations. The newspaper was identified as a major source of information for all of the questions. School was identified only by a very few students as a source of information for the USA and the most difficult nation for which to answer.

Responses of Senior Secondary Form 4 Students

The Senior Secondary Form 4 students were the 12th grade equivalent group. The students in Form 4 responded to the same questionnaire described for the students in Form 2.

Like the Form 2 students, those in Form 4 made significant responses describing all of the nations and their people. Form 4 students made more significant responses on both the nations and people. Like the Form 2 students more responses were made that described the people than the nations, but the numbers were quite close.

The Form 4 students made the greatest number of responses concerning Nigeria, Saudi Arabia and Japan and their people. The lowest number of significant responses were made for the nations and people of Niger, Ghana, and the USSR as illustrated in Table 12. England and the USA and their people received a middle number of significant responses.

Table 12

Significant Responses on Nations and People by Form 4 Students

Nation	Responses	People of	Responses
Saudi Arabia	12	Nigeria	13
Nigeria	11	Saudi Arabia	13
Japan	11	Japan	13
France	10	France	11
England	8	China	10
USA	8	England	9
China	8	USA	8
Niger	7	USSR	7
USSR	7	Ghana	7
Ghana	6	Niger	7

Form 4 students selected the same number of attitude scales as significant describers of nations as did those in Form 2. Table 13 revealed that Form 4 students made more accurate responses on the measurable scales than errors. The actual number of correct responses increased substantially for the Form 4 students while the number of errors remained almost the same.

Table 13

Number of Correct and Error Responses on Nations by Form 4

Nation	Responses			
	Total	Correct	Error	Attitude
Saudi Arabia	12	6	2	4
Nigeria	11	5	2	4
Japan	11	7	1	3
France	10	7	1	2
England	8	6	1	1
USA	8	7	0	1
China	8	6	2	0
Niger	7	3	1	3
USSR	7	5	2	0
Ghana	6	2	2	2
	88	54	14	20

Form 4 students also made more significant responses on the attitudinal scales describing the people of the nations than did students in Form 2 as indicated on Table 14. Form 4 students made considerably more correct responses on the measurable scales than they did errors.

Table 14

Number of Correct and Error Responses on People by Form 4 Students

Nation	Responses			
	Total	Correct	Error	Attitude
Saudi Arabia	13	4	3	4
Nigeria	13	1	5	7
Japan	13	7	0	6
France	11	7	0	4
England	9	5	1	3
USA	8	6	0	2
China	10	6	2	4
Niger	7	2	0	5
USSR	7	2	3	2
Ghana	7	1	2	4
	98	41	16	41

Significant responses were made for each of the scales describing the nations. Form 4 students made significant responses on the "democratic- undemocratic" scale for all of the nations, however their responses were more in error than they were correct. They made no errors when commenting on the "peaceful-warlike" and "unchanging- changing" scales. The measurable scales related to demographic, economic characteristics and size had only one or two errors.

Table 15

Attributes of Scales Describing Nations and Responses

Scale	Type	Number Responses		
		Total	Correct	Error
good- bad	A	8	NA	NA
poor- rich*	M	9	7	2
peaceful- warlike**	M	7	0	0
selfish- generous	A	3	NA	NA
strong- weak	M	9	8	1
untrustworthy- trustworthy	A	4	NA	NA
democratic- undemocratic	M	10	4	6
reckless- cautious	A	3	NA	NA
small- large	M	7	5	2
unchanging- changing	M	8	0	0
many people- few people	M	9	8	1
unfriendly- friendly	A	8	NA	NA

A The scale measures an attitude.

M The scale is measurable with some form of count or statistic.

NA Not applicable attitudes are personal expressions of belief.

* Per capita GNP is greater than $1000 World Bank statistics.

** No civil war, use or threat of use of military forces since 1960.

When describing the people, students in Form 4 made significant responses on all 14 of the scales. As shown on Table

16 the two scales which received a significant response for each nation were the attitudinal measures of "strong- weak" and "unfriendly- friendly." Nine nations were described as having attributes on the measurable scales of "poor- rich," "many rights- few rights" and "uneducated- educated", but with large numbers of errors.

Form 4 students also were asked four questions designed to shed light on the sources of information that formed their perceptions. Free responses were asked for concerning both the easiest and most difficult nations for which students were to asked to respond, and there was little agreement. As indicated in Table 17 Form 4 students identified USA, Nigeria and England as the easiest nations on which to respond and Niger, USSR and Japan as the most difficult on which to answer.

Table 16

Attributes Of Scales Describing People

Scale	Type	Number Responses		
		Total	Correct	Error
untrustworthy- trustworthy	A	4	NA	NA
not free- free	M	8	6	2
good- bad	A	7	NA	NA
poor- rich*	M	9	6	3
selfish- generous	A	3	NA	NA
strong- weak	A	10	NA	NA
many rights- few rights	M	9	4	5
uneducated- educated	M	9	5	4
willing- stubborn	A	1	NA	NA
unfriendly- friendly	A	10	NA	NA
are like us- are not like us	M	8	8	0
unhappy- happy	A	8	NA	N
mostly industrial- mostly workers farmers	M	5	5	0
peaceful- warlike**	M	7	5	2

A The scale measures an attitude.

M The scale is measurable with some form of count or statistic.

NA Not applicable attitudes are personal expressions of belief.

* Per capita GNP is greater than $1000 World Bank statistics.

** No civil war, use or threat of use of military forces since 1960.

Table 17

Form 4 Easiest and Most Difficult Nations on which to Respond

Easiest	Responses	Most Difficult	Responses
USA	14	USSR	10
Nigeria	12	Niger	10
England	9	Japan	7
Saudi Arabia	3	Ghana	3
USSR	2	China	3
No answer	1	England	2
	41	Nigeria	2
		USA	2
		France	1
		No Answer	1
			41

Each student was asked to check the single best source of information from a list of seven possibilities for the easiest, most difficult nations and for Nigeria and the USA. Radio and TV were the students most frequent sources of information about the specified nations. School ranked among the lowest sources except for the question on the most difficult nation. For that question school was ranked as the second best source with a response of 15 per cent.

Table 18

Sources of Knowledge About Nations Form 4

Easiest	%	Most Difficult	%	Nigeria	%	USA	%
radio	57.5	radio	50.0	radio	57.5	radio	55.0
TV	32.5	school	15.0	TV	25.0	TV	22.5
school	2.5	films	10.0	paper	10.0	family	15.0
family	2.5	paper	10.0	school	2.5	school	5.0
blank	5.0	TV	5.0	family	2.5	blank	2.5
		blank	5.0				
		other	2.5				

Discussion of Findings

In examining the perceptions of the students from Kano concerning other nations and other people, three questions were asked. Each will now be discussed.

How do Nigerian students from Kano State view other nations and their people? The students in all of the grades described the nations with a degree of certainty. The older the student the greater the total number of significant responses students were willing to make. When the students made significant responses they were largely accurate. The Kano students knew less about their neighboring nations than they did about more distant nations. Students first described nations in favorable terms such as good, friendly, peaceful and rich. Students expressed positive attitudes concerning other people such as happy, friendly, trustworthy, strong, and willing. The favorable view continued to

be marked even when it was inaccurate. All significant responses on the scales by Form 2 and Form 4 students were toward the positive end of the scale with the single exception of the accurate description of Niger and its people as "poor." No nation or its people were identified as warlike. However, many of the nations on the survey had fought either civil or international wars since 1960 and two of the nations, England and France, had a long history of warfare in Africa.

Another commonly expressed error was on the rating of nations such as Saudi Arabia, China, USSR, Nigeria, Ghana and Niger as democratic with a population that is free and has many rights. While Nigeria is trying to reintroduce democratic government, it is still dominated by a military government. This may account for the lack of a clear definition in the minds of the students concerning the attributes of a democracy. The large number of errors in rating nations that are not democratic as being democratic indicated that the definition the students had was not one that had been formally taught in school. Other common errors were rating people as rich and educated when indeed that was not the case. In this sample many of the students were from very wealthy families and were getting a good education. It was possible that with a lack of accurate information the students were inferring from their own personal situations. Additional information, perhaps interviews, would be needed to discover the thoughts of the students related to the ratings given.

What are the source(s) of the Nigerian students' knowledge about other nations and people? Only the students in Form 2

and Form 4 were asked for the sources of the information on which they made their judgments about the nations and people. It was the radio, television and newspaper that provided the students with most of their information. On the survey form BBC was often named as the source of information about nations. BBC broadcasts in northern Nigeria are in the Hausa language. News broadcasts are an important aspect of the Nigerian radio and television, and they are broadcast throughout the nation. This might also help to account for the fact that the students seemed to know much more about nations with which they or their nation had little contact such as the USSR, China, Japan and the USA. It might also account for the fact that the students' responses did not reflect a knowledge of history but was more reflective of present day economic conditions.

School was given little credit as a source of information concerning other nations and people. This was probably true of the Class 4 students also as the national social studies curriculum in the primary schools has a strong emphasis on Nigeria and issues related to sociology, multicultural education and the economics of home and nation (Federal Ministry of Education, Science & Technology, 1984). The secondary social studies curriculum, however, is largely the study of history and geography because the teachers are content specialists rather than social studies education majors (Farouk, 1990; Rufa'i, 1991).

Does the perception of Nigerian students toward other nations and people support the developmental hypothesis proposed by previous researchers? There was some support for the

developmental hypothesis from this sample. The number of responses increased with age. Older students were more likely to express attitudes about the people which indicated the willingness to make more complicated judgments concerning the motives of people. The favorable and friendly views of nations appeared among the students in Class 4 and persisted throughout the grades. Few nations were given the very few abstract political characteristics by Class 4 students. There was a direct relationship between increased grade and the greater use of these abstract characteristics to describe the nations and people. Most errors in the students' reponses were also on the more complex and abstract political and historical concepts.

Conclusions

Kano students at all grade levels had strong measurable perceptions about their own and other nations. The Class 4 students tended to view nations in a friendly and positive way and so also did the Form 2 and Form 4 students. As with previous research additional and more abstract characteristics were added to the description indicating a more sophisticated view of nations by the older students. Both the eighth and twelfth graders had strong convictions usually marking responses at the extreme positive end of the scales. The accuracy of the information that the students expressed was greater than the amount of errors. However, errors expressed at a young age were also present among the older students. It appears that the original positive view of

people remains very strong even in the light of greater information about a nation which might be of a negative nature.

This study supported what previous researcher have found about how students form their attitudes toward other nations. It also illustrated the impact of the national culture on the students' views particularly those associated with democracy.

The results of this study and similar studies are needed to help identify both when and what to teach students concerning other nations and people. It would appear that since young children have distinct views of other nations, that an early introduction to learning about other nations and people is both appropriate and important as an addition to the school the curriculum. In a world that is becoming increasingly more interdependent and filled with conflicts between nations and group conflicts within nations, findings from the study support the need to help students to learn about other nations and people. The fact that the school is not identified as a contributor to the perception of other nations and people by students should be of great concern to curriculum developers. The global education, multicultural and peace education curriculum movements have as goals the improvement of human relations, the reduction of conflict and the expansion of the ideals of human rights to more people throughout the world. This study reveals a favorable view of other nations and people that is gained without instruction in the schools but largely based on knowledge gained from the media. It is also possible that the media might shape the views of students toward specific nations and people in a very different way. Even an unbiased media fails to present detailed coverage of

events or to balance coverage among nations because its primary missions are to report current news or to entertain. If it is desirable for citizens to take part in the formation of international policy through electing officials, contributing to international organizations and charities or through conscious purchasing practices, then they need to have the knowledge that can only be gained through a systematic study of other nations and people.

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